

# Manor Park

# Primary School



# Early Years Policy



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Reviewed by: Amanda Bygrave

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## Manor Park Primary School - EYFS Policy

*All children in Foundation Stage at Manor Park Primary School are given equal opportunities to discover their strengths and abilities through an exciting, engaging and challenging curriculum. All practitioners are equipped to support, listen and respond to the children through every stage of their development and share the vision that each child is individual and unique. Parents are valued as partners in their child's achievements and next steps in learning through effective communication and regular opportunities to share and celebrate progress and attainment together.*

### Principles

- The implementation of this policy is the responsibility of all staff who work in our Early Years setting.
- Children's development and learning will be supported and led through the implementation of The Early Years Foundation Stage Curriculum.

#### At Manor Park we believe children learn best when:

- Learning experiences and activities are well planned, ensuring equality in opportunity, quality, consistency and progress.
- Teaching and learning activities engage and motivate children to learn and foster their curiosity and enthusiasm for learning.
- Quality and consistent assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, around their individual needs and interests.
- The learning environment is ordered, the atmosphere is purposeful and children feel safe.
- There are strong links between home and school and the importance of parental partnership in their child's learning is recognised, valued and developed.
- The four themes (A Unique Child, Positive Relationships, Enabling Environments and Learning and Development) in The Early Years underpin practice across the setting.

- A Unique Child

Each child will be valued and respected as an individual. They will be supported in their learning and development as an individual and accurate assessment will be made to support their next steps. At the end of the Nursery year, a copy of the highlighted Development Matters Assessment will be forwarded to the child's Reception placement. At the end of the Reception year, the EYFS profile will be completed for each child to comment on their individual attainment and the characteristics of their learning. The profile will form a baseline assessment for Year 1 teachers and inform a dialogue between Reception and Year 1 teachers about each child's stage of development. Strong links between home and school and parental partnership in their child's learning is recognised, encouraged and developed to help support children to learn best. Parents are informed about school events and relevant topics through regular newsletters, letters, notice boards, the school website and See Saw. They will be invited into school during the year to take part in practical classroom activities and to help with trips with their

children to share in their learning. Parents will be welcomed into school to attend information evenings, parent's evenings and other planned occasions including assemblies and Christmas performances.

- **Positive Relationships**

Class teachers and support staff will work closely with the children in their care and develop good relationships with them and their parents and carers. In Nursery, each child will be assigned to a small group and a key worker who will endeavour to build strong relationships with each child and their families. Teaching and support staff who work in our setting will contribute towards each child's learning, development and assessment. Their contributions will be valued towards planning, observations and carefully planned next steps.

Each child will have a Learning Journal which will reflect each individual child, their interests and next steps for learning and development. They will help to create a full picture of the child and show a breadth of learning experiences. Each child's Learning Journal will contain pictures, examples of work, achievements and children's reflections. They will be used to track the learning of children during their time in the EYFS.

- **Positive Behaviour**

In our Early Years Setting at Manor Park Primary School, we follow the same behaviour policy as the rest of the whole school. It is built around the stated aim of the school, to create a happy atmosphere in which all children will be able to make good progress, become self-reliant and co-operative and will develop and show respect for others. The principle of the policy governing the whole area of relationships between staff and children is that there should be consistency of treatment and fairness and justice for all involved.

Class teachers are to establish with the children under their charge a set of procedures relating to classroom organisation based upon the Code of Conduct and the Manor Park Personal Qualities. Pupils may play a positive role in developing strategies used within their own classroom. A copy of the Code of Conduct, Manor Park Personal Qualities and a behaviour board based on 4 colours gold, green, amber and red is on display in each classroom. In dealing with undesirable behaviour, it should always be made clear to the child that it is the behaviour that is unacceptable and not the child. Class teachers may use a range of sanctions in the classroom to deal with undesirable behaviour including:

- Giving a verbal reprimand, explaining clearly to the child why their behaviour is unacceptable.
- Implementing loss of privileges in the classroom for a pre-determined time, for example child is moved by teacher or loss of responsibility in the classroom.
- Keeping a child in for a short period of time (maximum 15 mins) as a sanction for unacceptable behaviour due to poor behaviour. Teachers will be responsible for the supervision of children at these times.
- Logging isolated incidents of undesirable behaviour onto CPOMs and reporting them to parents if they consider it relevant to do so.
- Using a home school journal as appropriate for recurrent misbehaviour.

- Requesting assistance from a colleague, who should wherever possible be a member of Senior Leadership Team in the event of an extreme incident. These incidents should always be reported to the Head teacher or Deputy Head teacher and then to the parents.

(For more information regarding behaviour at Manor Park Primary School, please refer to our Positive Behaviour Policy).

- **Enabling Environments**

The EYFS environment will be stimulating for children and enable them to access resources independently to move their learning forward. All areas, both in the classrooms and in the outdoor area, are the responsibility of all EYFS staff and must be kept tidy, resourced to a high level and reflect the children's learning. A wide range of indoor and outdoor resources will be continually developed which will stimulate children's play and encourage them to explore and investigate in a safe environment. Activities in the classrooms and in the outdoor areas will be extended and modified according to children's stage of development and interests.

Children will be supported to develop independence, perseverance and autonomy of learning through opportunities to access the indoor and outdoor environment and between classrooms in Reception at designated times during each day. All children will be encouraged to play purposefully and show high levels of engagement in their child initiated activities. Activities will be planned and resources developed for the children to access indoors and outdoors which help them to develop in all areas of learning. Being outdoors offers opportunities for learning things in different ways and on different scales than when indoors. It is a crucial element of the EYFS Framework. Children have more freedom to explore the natural world and investigate as well as being able to be active and to develop their physical skills.

- **Learning and Development**

Children will make good or better progress in their learning and development by having effective lessons, learning experiences and activities planned for them which move them forward in their learning. The EYFS documentation will lead the staff in planning those next steps for children. Activities will be planned that take into account the way children learn through purposeful play and fun activities. They will be challenged in order to help them to continue to learn and achieve without an adult being there all the time. Each child will also have a space on a display board which shows their work and specifically their learning. The work displayed will celebrate each child's achievements, interests and voices through the use of speech bubbles containing their thoughts and responses. Next steps will also be included alongside evidence of children's work. Children will be assessed against The Development Matters throughout the year to ensure good progress is being made. At the end of the Reception year, children will be assessed against the ELGs. Children's progress will be documented and monitored at key points in the year - October (Entry Data), December - (Autumn Data), May/June - (Spring Data) and July (Summer/End of Year Data).

## **Organisation and Routines**

- **Starting School**

Children will attend transfer day in the summer term prior to starting school in September. New Nursery and Reception parents will be invited to attend an information evening where they will find out about school and also which Reception Class and Nursery Key Worker group their child will be in. Children will be admitted to school in three groups according to their age, with the youngest children starting first. Children who will be attending full time Nursery will start at the beginning of the school term. During their settling in period, children will be introduced to the staff, the setting and the routines of the day.

## **Daily Routines**

- **Nursery and EYEP**

Children will come into Nursery and settle to Key Worker activities in the classroom. Parents are welcome to support their children during this time if they wish. Children will be encouraged to self-register at this point. There will be a balance of adult led, adult supported and child initiated activities throughout each nursery session. There will be planned opportunities for each child to work closely with their Key Worker during adult led carpet sessions and during adult supported group activities. Each session lasts for three hours and the children will have access to both inside the classroom and the outdoor area. Children who attend our EYEP Nursery (Treetops) have access to the same high quality learning experiences. A carefully planned day will be tailored for each child's needs depending on the requirements of their families and their ages. Provision for our children who are 'Rising Threes' will follow The EYFS Curriculum as well as child initiated activities following the individual interests and stages of development of the children. Some of our children attending EYEP will spend 3 hours of their day in school in our Main School Nursery and 3 hours in our EYEP setting and some will stay for lunch in school where they will be supervised and supported throughout. We offer parents the option of their children staying for 15/30 hours in our EYEP Nursery and the 30 hour Funding Scheme is available subject to eligibility. We have a small amount of 2 year old Nursery places available which are also subject to availability. (See admissions policy for more details).

## **Reception**

Children will come into Reception from 8.45am. They will be able to access an activity that is differentiated to their need until 9am when we will complete the register. Children will then be taught differentiated phonics activities in ability groups in order to develop reading, writing, speaking and listening skills. All children will be supported to apply their developing phonic skills through reading and writing challenges during Continuous Provision. In addition to this, they will take part in two individual reading sessions each week. They will also choose a library book each week which they can take home and share with their family.

Children will then receive a taught Literacy/Maths session which will then follow onto guided work in small groups with their Class Teachers and Teaching Assistants. Children will access both the indoor and outdoor learning environments and have the ability to

choose their own 'challenges'. During the morning the children will stop and have their snack- during this time we will talk to the children about their learning and what their next challenge might be. After snack the children continue to access the indoor and outdoor learning environments. Children will all receive a daily Mental Maths session before lunch. After lunch the children will be taught skills and activities based on our Creative Curriculum as well as accessing the indoor and outdoor learning environments. Throughout each day, children will have opportunities to develop their skills across all seven Areas of Learning.

### **Teaching and Learning**

Teaching and learning will take place within the seven Areas of Learning as set out in The EYFS Curriculum. Personal, Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. All areas are connected and valued with a particular emphasis on PSED, PD, C&L, L and M.

- **Planning**

Planning in The EY should be flexible and responsive to the developing needs and interests of the children. There will be a broad topic overview of the year which indicates some of the themes and topics that can be followed to enable a broad and balanced curriculum. When planning activities, there is a focus on how children learn (playing and exploring, active learning, creating and thinking critically) as much as what they are learning. Learning experiences are planned that provide a balance of the seven EYFS areas of learning and opportunities for children to work towards the 17 Early Learning Goals. Strong partnerships with parents and carers allow children's home learning and interests to filter into planning.

All staff in The EY will be involved in weekly planning. In Nursery, the teacher will produce planning for the two nursery sessions. This will include the adult led and adult supported activities with their objectives and an enhanced provision plan. Continuous provision will be continually monitored, resourced and enhanced as part of the planning, teaching and assessment cycle. In Reception, the teachers will produce planning for Phonics, Literacy, Mathematics and a topic based afternoon plan. Independent Literacy, Maths, Creative and Investigative activities will be planned to run alongside these lessons. Outdoor planning in The EYFS will also need to be produced to show the focused activities that will be supported by an adult.

### **Assessment, Recording and Reporting**

- Children will be assessed as they enter Nursery and Reception against The Development Matters in the EYFS and their data will be entered onto O-Track. All adults in Early Years will use Class Track in their daily practice with the children in order to track their progress against key objectives and skills taught. We also assess each child's communication and language skills with our Wellcomm screening tool. At key points during the year, children will be assessed again and they will either move age band or become secure within a band, therefore showing progress. Careful analysis of the data will enable teachers to identify groups of children. This will help them to make informed

decisions about early intervention strategies to support underachieving children to succeed and overcome any barriers to their learning. It will also identify children who are at their expected level of development and children who are achieving above age related expectations. Activities and learning experiences can therefore be planned to challenge and extend individuals and groups of children.

In the summer term in Nursery, a final assessment will be completed for all the children and this will be passed onto the child's Reception Class as part of the transition process. In the summer term in Reception, The EYFSP will be completed for all children. Children will be assessed against the 17 ELGs as being at the expected level, emerging level or exceeding. This will be passed onto the child's Year 1 teacher as part of the transition process. A brief summary of the child's characteristics of learning will also be included in the profile. (See assessment policy for more detail).

Alongside the summative assessment, formative assessments will take place using Class Track, observations, (planned and incidental), teacher, TA and Key Worker's notes, Learning Journals, photographs and all staff's on going knowledge of the child.

Information given to the staff from parents and other carers will also be taken into account when assessing the children.

#### **Monitoring**

- Nursery and Reception will be monitored by MLT/SLT on a regular basis. Monitoring will be in line with the monitoring policy and will focus on planning, teaching and learning, the environment, assessment and data. Evidence showing a balance of children's guided and independent learning experiences will be placed inside each child's individual Learning Journals for Nursery and Reception and in addition to this, English and Maths books for Reception.

We are part of a Network cluster of schools and our Early Years Practitioners will take part in carefully planned Moderation Meetings where professional dialogues based on judgements and good practice is shared. The LA will also be involved in moderation cycles.

- Amanda Bygrave  
December 2019

